

Stewart Heights Elementary

1001 West Calhoun Street
Dillon, South Carolina 29536

Grades	PK-3 Elementary School	
Enrollment	448 Students	
Principal	Mrs. Jayne C. Lee	843-774-1219
Superintendent	D. Ray Rogers	843-774-1200
Board Chair	Fitzgerald Lytch	843-774-5454

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	15	58	36

IMPROVEMENT RATING

EXCELLENT

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Average	Yes
2004	Good	Below Average	Yes
2005	Average	Unsatisfactory	Yes
2006	Average	Excellent	Yes

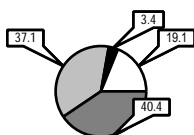
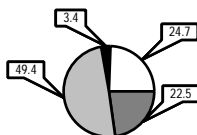
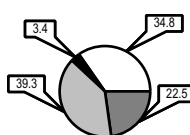
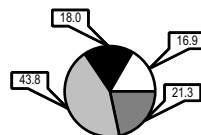
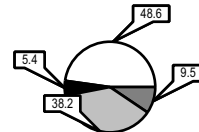
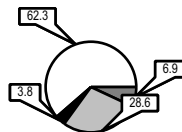
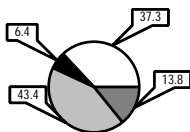
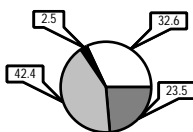
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	94	95.7	18.6	37.2	40.7	3.5	53.5	Yes	Yes
Gender									
Male	44	97.7	26.8	43.9	26.8	2.4	43.9	N/A	N/A
Female	50	94.0	11.1	31.1	53.3	4.4	62.2	N/A	N/A
Racial/Ethnic Group									
White	9	88.9	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	80	96.3	20.0	34.7	41.3	4.0	54.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	86	97.7	16.3	36.3	43.8	3.8	56.3	N/A	N/A
Disabled	8	75.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	94	95.7	18.6	37.2	40.7	3.5	53.5	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	92	95.7	19.0	36.9	40.5	3.6	53.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	91	95.6	19.3	37.3	39.8	3.6	53.0	Yes	Yes
Full-pay meals	3	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	94	96.8	23.0	50.6	23.0	3.4	40.2	Yes	Yes
Gender									
Male	44	97.7	19.5	61.0	17.1	2.4	31.7	N/A	N/A
Female	50	96.0	26.1	41.3	28.3	4.3	47.8	N/A	N/A
Racial/Ethnic Group									
White	9	88.9	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	80	97.5	23.7	50.0	23.7	2.6	42.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	86	98.8	22.2	49.4	24.7	3.7	43.2	N/A	N/A
Disabled	8	75.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	94	96.8	23.0	50.6	23.0	3.4	40.2	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	92	96.7	23.5	50.6	23.5	2.4	40.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	91	96.7	22.6	50.0	23.8	3.6	41.7	Yes	Yes
Full-pay meals	3	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	94	98.9	34.8	39.3	22.5	3.4	25.8
Gender							
Male	44	100.0	38.1	40.5	21.4	0.0	21.4
Female	50	98.0	31.9	38.3	23.4	6.4	29.8
Racial/Ethnic Group							
White	9	100.0	I/S	I/S	I/S	I/S	I/S
African American	80	98.8	35.1	40.3	20.8	3.9	24.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	86	98.8	30.9	40.7	24.7	3.7	28.4
Disabled	8	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	94	98.9	34.8	39.3	22.5	3.4	25.8
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	92	98.9	35.6	39.1	21.8	3.4	25.3
Socio-Economic Status							
Subsidized meals	91	98.9	33.7	39.5	23.3	3.5	26.7
Full-pay meals	3	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	94	97.9	15.9	44.3	21.6	18.2	39.8
Gender							
Male	44	100.0	16.7	47.6	28.6	7.1	35.7
Female	50	96.0	15.2	41.3	15.2	28.3	43.5
Racial/Ethnic Group							
White	9	100.0	I/S	I/S	I/S	I/S	I/S
African American	80	98.8	15.6	42.9	20.8	20.8	41.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	4	75.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	86	97.7	12.5	45.0	22.5	20.0	42.5
Disabled	8	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	94	97.9	15.9	44.3	21.6	18.2	39.8
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	92	97.8	16.3	45.3	19.8	18.6	38.4
Socio-Economic Status							
Subsidized meals	91	97.8	16.5	43.5	21.2	18.8	40.0
Full-pay meals	3	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	83	100.0	20.0	36.0	42.7	1.3	44.0
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	94	95.7	18.6	37.2	40.7	3.5	44.2
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	83	100.0	28.0	57.3	13.3	1.3	14.7
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	94	96.8	23.0	50.6	23.0	3.4	26.4
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	83	100.0	58.7	37.3	4.0	0.0	4.0
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	94	98.9	34.8	39.3	22.5	3.4	25.8
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	83	100.0	30.7	52.0	13.3	4.0	17.3
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	94	97.9	15.9	44.3	21.6	18.2	39.8
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 448)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	5.3%	Down from 5.9%	4.0%	2.8%
Attendance rate	96.3%	No change	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.2%	Down from 8.4%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	2.2%	Down from 8.4%	0.0%	0.0%
Eligible for gifted and talented	1.1%	Up from 0.0%	3.6%	10.4%
On academic plans	N/A	N/AV	48.9%	33.6%
On academic probation	N/A	N/AV	2.3%	1.0%
With disabilities other than speech	7.0%	Down from 8.3%	7.5%	7.5%
Older than usual for grade	1.0%	Down from 1.3%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 31)				
Teachers with advanced degrees	41.9%	Down from 46.4%	52.2%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	3.9%	N/A	5.2%	2.4%
Teachers with emergency or provisional certificates	3.4%	Up from 0.0%	3.0%	0.0%
Teachers returning from previous year	88.6%	Down from 92.4%	83.0%	87.3%
Teacher attendance rate	95.1%	No change	94.5%	94.9%
Average teacher salary	\$39,218	Down 1.0%	\$41,599	\$42,485
Prof. development days/teacher	21.8 days	Up from 21.6 days	15.0 days	13.3 days
School				
Principal's years at school	21.0	Up from 20.0	5.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 19.9 to 1	16.4 to 1	18.6 to 1
Prime instructional time	87.3%	Down from 87.6%	88.2%	89.7%
Dollars spent per pupil*	\$5,937	Up 8.0%	\$7,927	\$6,557
Percent of expenditures for teacher salaries*	60.7%	Up from 60.0%	59.9%	64.0%
Percent of expenditures for instruction*	67.5%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.8%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	2.8%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Stewart Heights Elementary School serves approximately 415 students in grades kindergarten through third grade. The school is a Title I Schoolwide Project site due to the high number of students on free and reduced lunch status. Ninety-three to ninety-five percent of the students fall into this category each year. The student population averages 76% African-American, 15% White, and 9% American Indian/Hispanic/Other.

The South Carolina Academic Standards are used as the basis for all instructional activities. Teachers meet weekly to plan standards-based lessons to help prepare the students for the next grade level and for the Palmetto Achievement Challenge Test (PACT) that is administered to all third grade students in May of each school year.

During the 2005-2006 school year, parents were invited to visit the school to attend Parent Day conferences, P.T.O. Open Houses, literary programs, PACT Parent Nights, American Education Week activities and academic conferences. Home/school relations were enhanced by way of school and classroom newsletters, teacher calls/notes, classroom web pages and home visits. Students were recognized weekly for positive character traits. They received treats and recognition on the school's television program.

Monthly service projects were also initiated to instill community pride and promote compassion for others.

English language arts, math, science, and social studies served as the core curriculum in all classrooms during the past year. Supplies and materials were purchased with federal and state funds to support these four subject areas. The school met Adequate Yearly Progress (AYP) as prescribed by federal No Child Left Behind (NCLB) legislation for the third consecutive year. The school's Reading First grant provided funds to enable teachers to receive scientifically based literacy training and money for them to purchase reading materials for their classrooms. The grant also continued to fund three positions: Literacy Coach, Reading Recovery Teacher, and Interventionist. The goal of the Reading First grant is to have all students reading on grade level by the end of grade three. This goal is shared by all faculty and staff members at Stewart Heights.

Jayne C. Lee, Principal
Robin Floyd, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	89	62
Percent satisfied with learning environment	96.9%	98.9%	91.9%
Percent satisfied with social and physical environment	96.9%	100.0%	88.5%
Percent satisfied with school-home relations	87.5%	97.7%	85.0%

*Only students at the highest elementary school grade level at this school and their parents were included.